USING CONVERSATIONAL APPROACH TO INCREASE VOCABULARY FLUENCY IN EIGHT-YEAR-OLD CLD STUDENTS

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Abstract

When learning a second language, four main skills are taught and practiced: reading, listening, writing, and speaking. Though all of them are of great importance for ESL students, most language learners aim to speak the language fluently and communicate with others by using it. The Communicative Language Teaching (CLT) approach promotes the use of real-life situations inside the classroom to encourage students to use second language (L2) when communicating with others. Activities that follow the CLT approach are not only based on what the teacher considers students should learn, but also in students' performance and academic level. Teachers are supposed to use various strategies that fit their students' needs and goals in order for them to achieve success. The present project is a selection of everyday words and phrases along with lesson plans that will encourage CLD students to actively use the target language when communicating with their teachers and peers in the ESL classroom. Along with this selection of words and phrases, slides with pictures and tables will be provided to teachers to facilitate the performance of the suggested activities. It is important to mention that teachers should adjust the proposed activities according to the needs of their students.

Dedication

I dedicate this thesis to God, our Almighty Lord, for providing me with intelligence and health the completion of this work. Also, to my parents, siblings, nieces and students who have always been source of motivation and support.

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I would like to express my deepest appreciation to Paula Wilder and all the professors that took part of this master program. I very much appreciate all the effort and passion they all put in sharing their knowledge and guiding me through the completion of it.

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Chapter One: Introduction

For several years people have been trying to find the perfect method for teaching English to speakers of other languages. While the perfect method has not yet been defined, teachers, scholars and other participants of the learning field have chosen different approaches to follow when it comes to teaching. Some of these approaches are behaviorism, humanism, and cognitivism. Behaviorism claims that our behavior is determined by the environment and our interaction with it. Following this assumption, operant conditioning states that a specific behavior will be likely to be repeated or stopped based on whether it is punished or rewarded. This idea has been heavily used in schools around the world to promote students' behavior and learning.

Contrary to this belief, humanism states that in order for people to learn some other factors are needed, such as the freedom to make their own choices. This approach has been taken to classrooms by using strategies as having open classrooms, cooperative learning, and learning circles which let students take the lead in their own learning while exposing to points of view, strategies and input of others. Similar to this idea, the cognitive approach suggests that students should also work in groups, but such groups should include individuals who are more knowledgeable others that would guide and support those who are not. One main principles of this approach is the ZPD (Zone of Proximal Development), which established the difference

between what a student can currently do and what he is able to achieve with guidance and support, not only of the teacher, but also his peers.

All of these approaches have their pros and cons and can be effective in teaching English to speakers of other languages when properly used. As a teacher, I have always looked for different strategies that can help me keep my students engaged and motivated to learn English as a second or foreign language and to use it effectively not only within the classroom but when communicating in any setting. It can be a very difficult task to achieve. At the beginning of my teacher career, I found myself asked to follow a text, a given syllabus or to teach some specific content within a rigid timeframe that would not always allow meaningful activities to take place. As a result, we may have some students who can certainly do well on some written or multiple choice texts, but that fails when it comes to communicating either by listening or speaking. Unfortunately, this is the situation that many EFL/ ESL teachers encounter. The situations previously mentioned can, not only affect students' outcome, but also their feelings and attitudes towards learning this language.

Trying to find a way to make my own students actively use the language to communicate and, therefore, increase their vocabulary knowledge and fluency helped me come up with a set of vocabulary words and common every-day expressions and prompts to be used in the classroom. This set consists of 160 vocabulary words and phrases along with lesson plans to be followed by teachers. Some of the strategies to be used include Total-physical response (TPR) activities, role plays, games and dialogues, which will promote their learning in a fun way.

According to Rivers (1987), "whatever promotes student participation in a relaxed and enthusiastic atmosphere stimulates the interaction that is essential to successful language learning" (p. 10). This set of words and phrases will help students increase their vocabulary and

also learn how to use it to communicate with others and express their thoughts. Later on, if shared with other teachers, it can help them explore new ways to improve their students' vocabulary and communication skills in the target language as well as their engagement at school, self-esteem and confidence.

Chapter 2: Literary Review

For many years, educational researchers, scholars, and other members of the education field have tried to design effective methods to teach English as a second language (ESL) students. When learning a second language, four main skills are taught and practiced: reading, listening, writing, and speaking. These skills might be taught in isolation or combined depending on different approaches followed by teachers. Though all of them are of importance for ESL students, most language learners aim to speak the language fluently and communicate with others by using it. This research focuses on how ESL students' speaking skills can be improved and developed through the use of the Communicative Language Teaching (CLT) approach.

According to Chaney (1998), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). Similarly, Bailey (2005) considered speaking as an interactive process in which information is, not only received, but also processed and produced. Based on those definitions, speaking should be considered as a vital component of language development in ESL students. According to Hymes (1972):

> …a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to

evaluate their accomplishment by others." (p. 277)

This means that being able to communicate with others is, not only based on knowledge of grammar, but also on the sociolinguistic factors that influence a person's speech. Those sociolinguistic factors could be the environment, the vocabulary used, the person's background, etc.

In a similar manner, if speaking implies building and sharing meaning (Chaney, 1998) and if these skills are "the most complex and difficult to grasp" (Tarone, 2005, p. 485), then more efforts should be put into the development of communicative competence (CC) in ESL students. In addition to this, Hymes (1967) considered that it can be assumed that an individual who had acquired communicative competence has the knowledge and ability for language use with respect to

1. whether (and to what degree) something is formally possible;
2. whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. whether (and to what degree) something is in fact done, actually performed, and what its doing entails. (Hymes, 197, p. 281)

When having a conversation with other individuals, one must try to understand the message the sender is trying to communicate. Thornbury (2005) mentioned that real time processing takes place during this process. Because of that reason, individuals might use different ways to change

topic, interrupt, yield the floor, fill pauses, indicate discourse direction, back-channel, etc. Usually, individuals develop these skills naturally in their mother tongue (L1). Nevertheless, it does not necessarily mean that they know how to apply those when speaking in their second language (L2).

Several studies have been carried out in order to find ways to improve oral communication skills in ESL students. An example of this is the study made by Nunan (1987) in which he aimed to prove to what extent genuine communication took place in communicative language classes. Nunan (1987) examined five communicative language classes and the activities used in each. Those activities included map reading activities, class discussions, listening comprehension tasks, simulated interviews and recordings of casual conversations. This study showed that even when these activities were employed no genuine communication took place among students (Nunan, 1987).

Likewise, Chen (2015) studied how the application of CLT would affect an English conversation class in which students' L1 was used from time to time when explaining the tasks. The results of this study proved that the use of students' mother tongue reduced students' anxiety and the fact that teachers made use of pictures and videos provoked positive attitudes in learners (Chen, 2015).

Another example of studies related to the effectiveness of CLT is the one made by Bruner et al. (2015) whose objective was to find out how the use of CLT supported the development of communicative skills in students at two universities in Thailand. The results showed that providing students with authentic language context gave them the opportunity to practice the concepts they had learned in class and they were more eager to independently use it (Bruner et al., 2015). In the following section discussion will be focused more on the CLT approach.

Communicative Language Teaching

As reported by Thornbury and Slade (2006), "the way conversational skills develop in an L2 is not the same as the way they develop in the L1" (p. 214). The reason behind this is that unless students acquire L2 when they are very young, L2 speakers would have already developed conversational competence in L1 by the time they learn a second language. The CLT approach promotes the use of real-life situations inside the classroom to encourage students to use second language (L2) when communicating with others. When using this approach, the student is the center of the learning process while the teacher acts as a guide that helps students develop their communicative skills (Richards, 2006).

According to Richards and Rodgers (2002), the CLT approach underlines the importance of focusing on the functional and communicative aspects of language rather than the grammar and vocabulary building. This approach highlights the learner's ability to understand and explain language functions. In order to achieve this, different strategies such as language practice with peers and instructors and the use of authentic texts are implemented.

Principles of the CLT approach.

Several scholars have discussed the principles that serve as the foundation of the CLT approach. A short description of each principle can be found below.

Principle 1: Tasks should be used as organizational principles. In line with what was mentioned before, when using this method, the focus is on promoting communicative skills while grammar serves mainly as a support. That is, tasks will usually focus on using the language as a means of communication and the teacher will provide some grammar as a support for

students to complete the task. LarsenFreeman (2000) stated that "the target language is a vehicle for classroom communication, not just the object of study" (p.125).

Principle 2: Tasks should promote learning by doing. Students are always given tasks that keep them engaged and foster the use of the language. In this way, students find learning the target language as a something meaningful and useful, which will, most likely, encourage them to learn it and use it actively. Richards and Rodgers (1986), stated that "the target linguistic system will be learned best through the process of struggling to communicate" (p. 67).

Principle 3: Input needs to be rich. Teachers should provide students with various, meaningful input that enrich L2 acquisition. This means that various resources are to be used, written, printed, oral, multimedia, anything that will help the student see how the target language is used in real-life situations and that can serve as support for them to use it later, either in or outside the classroom. Doughty and Long (2003) considered rich input to be "realistic samples of discourse use surrounding native speaker and non-native speaker accomplishments of targeted tasks" (p. 61).

Principle 4: Input needs to be meaningful, comprehensible and elaborate. Teachers should build on students' knowledge, relying on what they already know and adding more to it, so that students can relate new content to previous knowledge or background situations. This will help students, not only to understand new content in an easier way, but also to feel more confident about participating in class and completing tasks. Larsen-Freeman (2000) mentioned that students should be given opportunities to listen to language as it is used in authentic communication (p. 128).

Principle 5: Tasks should promote cooperative and collaborative learning. When using this method, students are most likely to work in pairs or groups which encourages peer

interaction and the use of the target language. Implementing cooperative learning has positive outcomes since it leads students to learn from and help one another. In the words of Wang (2019), it "promotes autonomy and initiative and strengthens mutual support and cooperation between students" (p. 64).

Principle 6: Tasks should focus on the form. Doughty and Long (2003) mentioned that "students spend much of their time in isolated linguistic structures in a sequence predetermined externally and imposed on them by a syllabus designer or textbook writer . . .," (p. 64). Rather than learning grammar in isolation, the CLT approach helps students create form-meaning connections and use them in communicative tasks to support second language learning. Following this concept, students will put grammar into use when completing tasks given by the teachers. Thus, teachers can be assigned specific tasks when they want to review specific grammar topics. For example, if teachers want to review past tense of verbs, they can ask students to create a dialogue in which they have to ask each other about the activities their performed the day before (Doughty & Long, 2003).

Principle 7: Teachers should provide corrective feedback. Brandl (2008) discussed the importance of providing feedback to students. When using the CLT approach, teachers should provide feedback that focuses less on accuracy and more on language use without neglecting the importance of grammar. That is, teachers should praise students for making use of the target language, minimizing the mistakes students have made, but making sure to review them so that no misunderstandings take place (Brandl, 2008).

Objectives of the CLT approach.

Piepho (1981) mentioned different levels of objectives in a CLT class:

1. an integrative and content level (language as a means of expression)

2. a linguistic and instrumental level (language as a semiotic system and an object of learning);

3. an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);

4. a level of individual learning needs (remedial learning based on error analysis);

5. a general educational level of extra-linguistic goals (language learning within the school curriculum). (p. 8)

All of the objectives mentioned above were proposed by Piepho (1981) as general objectives. According to Piepho (1981), these objectives can be set while working on different language skills (such as reading, writing, listening or speaking) from a communicative approach.

Advantages of CLT approach.

In the same way as any other approach on how to teach to ESL learners, the application of the CLT approach can bring along some advantages and disadvantages. We will review the advantages first. The CLT approach values the students as the center of the language teaching practice (Da Silva Cintra & Bittencourt, 2015; Dos Santos, 2019a; Dos Santos, 2019b; San-Valero et al, 2019). This means that activities are not only based on what the teacher considers students should learn, but also in students' performance and academic level. Teachers are supposed to use various strategies that fit their students' needs and goals in order for them to

achieve success. The use of these strategies will be the opposite of the Grammar-Translation Method and the Direct Method (Baugh, 1993; Emerson, 1971; Howatt & Widdowson, 2004), which focus mostly on grammatical rules and how to apply them to translate sentences from L1 to L2 and vice versa.

According to Richards and Rodgers (1986), "the target linguistic system will be learned best through the process of struggling to communicate" (p. 67). Because of this reason, teachers using the CLT approach, should develop activities where students have to find ways to express their thoughts and ideas to others using L2. Students' tasks should be based on students' performance and needs, and they should promote interaction with the teacher and among classmates (Richards & Roberts, 1986).

Savignon (2002) mentioned that after the application of the CLT approach in a language classroom the relationships between both peers and teachers are significantly increased and highly considered. These strong bonds will support students' learning and also help them build confidence in using the language. Holliday (1994) pointed out that to be appropriate, a methodology must be sensitive to the prevailing cultures surrounding any given classroom. The use of CLT requires the teacher to get to know more about the students in order to create meaningful activities for them (for example, activities based on their likes, dislikes and interests) that will provide them with ways to use the language, not only inside the classroom, but also outside the class (Jiménez et al., 1996; Liao & Yang, 2012).

Disadvantages of the CLT approach.

While this approach provides learners and instructors with several advantages, Littlewood (1985) considered that "communicative language use is only possible … by virtue of

the grammatical system and its creative potential" (p. 40), which means that before moving on to conversations, some grammar should be reviewed in order to assure proper use of the language. In a similar manner, the CLT approach requires teachers to include student-centered activities, based on their backgrounds, social and cultural perspectives (Dos Santos, 2020). Student-centered activity topics might turn into a conflict if the teacher is not aware of topics that might be sensitive to some of the students or if the teacher does not know how to handle or respond to situations that may take place in the classroom when talking about sensitive issues (Dos Santos, 2020).

Likewise, language learners are usually from different cultures and backgrounds, which also may influence their thoughts about the approach. While some of them might enjoy learning by using the CLT approach, some other might consider that other methods or strategies could be of more benefit for them. In fact, Ahn and Kang (2017) and Lee and Lee (2019) found that many students are unwilling to fully accept the CLT approach due to their traditional views of language learning techniques.

In addition to these findings, Dos Santos (2020) considered that "the CLT approach may have potential limitations to some groups of learners due to social and cultural backgrounds and perspectives" (p. 107). Considering that multicultural classrooms house individuals with different points of views on how to express themselves or behave in educational settings, some of them might struggle in being active participants of certain classroom activities, such as debates or simply not being willing to participate out of shyness. In addition, while using the CLT approach, teachers tend to create a situation which outlines ideas in a specific context in order to seek communicative functions, such as questions, ordering, etc. (Dos Santos, 2019a; Dos

Santos, 2019b; Vygotsky, 1981), which might lead to some misunderstanding from the students on the correct use of the language in different situations.

Conclusion

Teaching a second language should not focus on grammar but on empowering students with different ways to express themselves, which is possible with the use of the CLT approach. While this research has presented both, the advantages and disadvantages of its use, the latter are workable and fixable. If the teacher puts in some extra effort to get to know students and create a safe environment, it is more likely that students will be willing to participate and make use of the L2. Similarly, as long as grammar instruction is not neglected and constantly reviewed before speaking activities take place, the use of CLT tends to be successful. Most importantly, by using the CLT approach in language learning classrooms students will, not only feel motivated and encouraged to learn the language, but also have some sense of accomplishment since they will be actually using the language and can later take that learning outside the classroom as well, which is the main goal of most language learners.

Chapter 3: Project Design

The importance of fostering speaking skills in ESL students has been mentioned by many scholars and other professionals of the education field. According to Richards and Renandya (2002), speaking is a key element in language learning that also supports the development of other skills such as reading, listening, and writing. Chaney (1998) also highlighted the importance of speaking by defining it as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). If we take those statements into consideration, we can conclude that developing speaking skills in ESL students is of great importance. Speaking skills can be improved by using simple yet effective vocabulary that allows students to communicate with others effectively.

Fisher (1994) stated that students should be able to learn new words through various activities, understand their forms, and build connections that let them understand how language works. Nevertheless, this will not take place unless language is reviewed, practiced, and reinforced regularly. Thus, activities that promote the use of the target language by students in order to communicate with others are of vital importance when willing to achieve oral fluency in ESL students.

This chapter highlights the benefits of implementing a conversational approach to improve vocabulary fluency in eight-year old CLD English students. In order to do so, I propose to use a selection of everyday words and phrases that will improve CLD students' vocabulary and speaking skills. These materials are supposed to be used as an additional resource in the ESL classroom. This selection of everyday words and phrases will encourage CLD students to

actively use the target language when communicating with their teachers and peers in the ESL classroom. The fact that this selection of everyday words and phrases will be given along with lesson plans that will guide teachers on how to successfully implement them in their lessons.

The Communicative Language Teaching (CLT) approach suggests using real-life situations inside the classroom to promote the use the target language by students when communicating with others. CLT also considers the student as the center of the learning process and gives the teacher the role of a guide and support for students to learn how to use the language proficiently. According to Richards and Rodgers (2002), this approach allow teachers to emphasize on the functional and communicative aspects of language rather than the grammar and vocabulary building.

The use of the CLT approach aims to enhance the learner's ability to comprehend how language functions by putting it into use. In order to achieve this, different strategies such as language practice with peers and instructors as well as the use of authentic texts are suggested. For this reason, the selection of everyday words and phrases that I suggest are in conjunction with lesson plans that propose the use of them in dialogues, role plays, and discussions. By doing so, students will be able to put language into practice and find it useful.

Harmer (2007) suggested that lessons following the CLT approach should follow this structure: introduction, presenting the task, observation, feedback, and follow-up activity on the topic. During the introduction stage, the objective will be shared with students, and such objective will be linked with a real-life situation that students can relate to. For example, introductions when a person meets someone for the first time. Right after that the task will be explained, modeled, and extra support and resources will be given to students if needed. At this point, it is important to keep in mind that activities can and should be adjusted according to

students' needs and performance. Then while students work on their task, the teacher should monitor and support students to successfully complete the task. Once students have successfully completed the task, the teacher will provide feedback that focuses more on the content of students work rather than on language accuracy, making sure that any grammar mistakes are reviewed and misconceptions are cleared up. Finally, a follow-up activity will be provided. This activity aims to be completed by students on their own since it will follow the same structure and topic reviewed in class.

Chapter 4: The Project

The present project is a selection of everyday words and phrases along with lesson plans that will encourage CLD students to actively use the target language when communicating with their teachers and peers in the ESL classroom. The previously mentioned lesson plans follow the structure suggested by Harmer (2007), introduction, presenting the task, observation, feedback and follow-up activity on the topic. Similarly, the proposed selection of everyday words and phrases are to be applied following the Communicative Language Teaching approach, which suggests activities to be linked with real-life situations students can relate to. Therefore, most of the activities outlined in the lesson plans are to be done in partners or groups of 3 or more students. Along with this selection of words and phrases, slides with pictures and tables will be provided to teachers to facilitate the performance of the suggested activities. It is important to mention that teachers should adjust the proposed activities according to the needs of their students.

The Lesson Plans

Ten lesson plans are included in this package. They contain the topic of the lesson, new and recycled vocabulary, lesson objective, introduction, presentation of the task, observation, feedback, and a follow-up activity (Figure 4.1 and 4.2).

Topic: Talking About One's Favorite Food	
Objective: Students will be able to talk about their favorite food using at least 6 vocabulary phrases.	
Vocabulary: • What type of food do you like the most? • What type of food do you like the least? • How about you? • I like / I do not like • hamburgers • Hot dogs • Soda	• French fries • Onion rings • Fried chicken • Noodles • Fried rice • Pasta • Tacos • guacamole
Introduction: 5 min The teacher will show pictures from slide 5 to students and ask them what they think today's topic is. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how learning to talk about your favorite food is useful in your daily life.	
Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in groups of 4. They will have to practice introducing themselves (using recycled vocabulary from lesson	

Figure 4.1: Sample Lesson Plan

1), and asking each other about what they like to do in their free time (using recycled vocabulary from lesson 3). After that, they will have to ask each other what type of food they like the most and the least. Once everybody has gotten a turn, they will choose one character of the given table (Table 5) and practice talking about their most and least liked food. Right after the modeling section, the teacher will ask students to brainstorm some phrases that they might need to use to complete the task. Then, use the Slides 5 to review vocabulary. Teachers can either print the slides or share them digitally with their students for them to use them throughout the task.
Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.
Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.
Follow-up Activity Students will have to work independently creating a dialogue that two of the characters from slide 5 will hold when introducing themselves for the first time and talking about their hobbies and interests as well as least and most liked food.

Figure 4.2 Sample Lesson Plan

Recycled vocabulary and new vocabulary.

Recycled vocabulary refers to vocabulary words and phrases reviewed in previous lessons that students can use to complete the new task. The new vocabulary section points out new vocabulary words that students are asked to use in order to complete the new task. (Figure 4.3)

Recycled Vocabulary: • What type of food do you like the most? • What type of food do you like the least? • How about you? • I like / I do not like • Burgers • Hot dogs • Soda	• French fries • Onion rings • Fried chicken • Noodles • Fried rice • Pasta • Tacos • guacamole
New Vocabulary: • What type of food does he/ she like the most? • What type of food does he/ she like the least? • How about her/him? • She likes/ She does not like • rice	• vegetables • beef • desserts • dairy • Grilled food • Spicy food

Figure 4.3 Recycled Vocabulary and New Vocabulary

Introduction and presentation of the task.

In the introduction and presentation of the task (Figure 4.4), teachers will use slides and tables (Figure 4.5 and 4.6), provided in this package as well, in order to review vocabulary and model the task of the day to their students.

Introduction: 5 min The teacher will show pictures from slides 6 to students and ask them what they think today's topic is. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how learning to talk about other people's favorite food is useful in your daily life.
Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in groups of 4. They will have to practice introducing themselves (using recycled vocabulary from lesson 1), asking each other about what they like to do in their free time (using recycled vocabulary from lesson 3), and what their most and least liked food is. After that, they will have to choose a partner and talk about that person's favorite and least favorite food. Once everybody has gotten a turn, they will choose one character of the given table (Table 6) and practice talking about their most and least liked food. Right after the modeling section, the teacher will ask students to brainstorm some phrases that they might need to use to complete the task. Then, use the Slides 6 to review vocabulary. Teachers can either print the slides or share them digitally with their students for them to use them throughout the task.

Figure 4.4 Introduction and Presentation of the Task

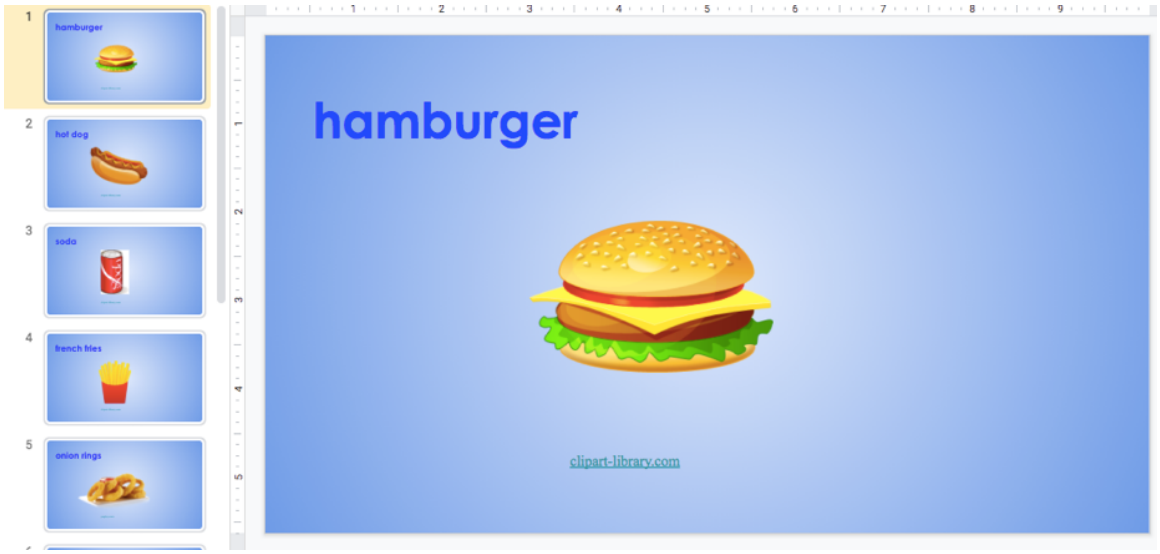


Figure 4.5 Slides

Parker	Isabelle	Levi
clipartbest.com	clipartbest.com	clipartbest.com
10 years old England Likes to: play board games and watch TV Dislikes: reading books Favorite food: vegetables and rice Least favorite food: spicy food Favorite sports: basketball and golf Reason: they are exciting and fun	8 years old New York Likes to: paint and jump the rope Dislikes: running Favorite food: beef and noodles Least favorite food: rice and vegetables Favorite sports: swimming and tennis Reason: they are interesting and calm	8 years old Concord Likes to: play the guitar, paint and play board games Dislikes: eating out and jumping the rope Favorite food: french fries and desserts Favorite sports: baseball and soccer Reason: they are popular and interesting

Figure 4.6 Tables

Observation and feedback.

In the observation section (Figure 4.7), teachers are reminded to monitor and support students while they are performing the task. At the same time, leaving some time aside to have volunteers perform the task in front of the class is advised. It is important to keep in mind that teachers should adjust the task based on students' needs.

Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.

Figure 4.7 Observation

Feedback (Figure 4.7) will vary based on students' performance, nevertheless, it is recommended that it is actually given and that teachers focus their feedback in the content and students' effort instead of accuracy. At the same time, it is recommended that teachers review any grammar mistakes or misconceptions that have taken place during the performance of the task.

Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.

Figure 4.8 Feedback

Follow-up activity.

As the last step of every lesson, follow-up activity (Figure 4.9) is provided for students to work on their own putting into practice what they learned in class.

Follow-up Activity Students will have to choose four characters from slides 6 and practice writing down how they will introduce and talk about those people's hobbies and interests and most and least liked food to a group of people.

Figure 4.9 Follow-up Activity

Chapter Five: Conclusion

Teachers around the world and others related to the education field are always looking for ways to help English language learners acquire and develop the skills needed to master the language. The main purpose of creating this selection of everyday words and phrases along with lesson plans was to encourage and guide teachers into using activities that require students to orally use the target language as a way to promote the acquisition of it. Throughout the development of this project, I got to know that many teachers neglect to give speaking skills the importance that they should receive. Many times, English teachers focus their lessons on isolated vocabulary words or grammar topics that do not always stimulate students to learn the language or feel confident about using it.

Activities that are linked to real-life situations help learners understand how to apply new knowledge in their everyday lives and, therefore, make them be more willing to participate in activities. The activities included in the lesson plans provided cover situations that students are more likely to have already experienced or that might eventually experience. Similarly, these lesson plans provide ways in which simple yet useful vocabulary can be introduced to students through activities in pairs and or in groups. By providing students with the opportunity to interact with others while using the target language, teachers are preparing them for further interactions with others, not only inside, but also outside the classroom.

As mentioned in the previous chapter, slides with pictures for each of the vocabulary words are provided so that teachers can use them whenever needed. These resources can be

either printed or shared digitally with students depending on the teachers' preferences or students' needs. Many of the activities require students to extend their practice by using information in different tables. Those tables have been provided as well so that teachers can simply use them as they need them. It is my intention that teachers do not necessarily follow each lesson word by word but rather adjust activities based on their students' performance and needs.

It is important to mention that even when these selection of words and phrases was created to be used with eight-year-old students, it can definitely be used with students all ages with a few adjustments from the teachers. When I started working on this project, my main objective was to help teachers realize that vocabulary and grammar do not need to be taught separately, but they can rather be integrated in a lesson where more emphasis is given to the development of speaking skills. With that said, these resources are not to be the only ones used for this purpose, but they can certainly serve as guide and motivation for teachers to see how when vocabulary is taught progressively and in a meaningful way, students can learn to recycle it and use it over and over. More activities and contents can be added in order to promote the development of speaking skills in English language learners.

Hopefully, by sharing this idea and project with other teachers, not only teachers, but also administrators and others related to the education field, keep on recognizing the importance of speaking skills and work even harder to promote their development in English language learners. By doing so, they will be helping not only English language learners to acquire the language in an easy, friendly way, but also themselves, since when motivated, students tend to participate more and, therefore, help the lesson run smoothly.

Appendices

Appendix A: Lesson Plans

Topic: Introducing Yourself	
Objective: Students will be able to introduce themselves using at least 4 everyday phrases.	
Vocabulary: • Hello • Hi • I am • You are • How are you?	• What is your name? • My name is • How old are you? • I am …… years old. • Where are you from? • I am from ……..
Introduction: 5 min The teacher will show pictures on SLIDES 1 to students and ask them what they think is happening. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how learning to introduce oneself to someone new is useful in real life.	
Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in pairs. Then, they will have to use their personal information to practice introducing themselves to each other. After that, they each have to choose one character from the given table (Table 1) and practice introducing themselves one more time. Right after the modeling section, the teacher will ask students to brainstorm some phrases that	

Lesson Plan #1

they might need to use to complete the task. Then, use the Slides 1 to review vocabulary. Teachers can either print the slides or share them digitally with their students for them to use them throughout the task.
Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.
Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.
Follow-up Activity Students will have to work independently creating a dialogue that two of the characters from table 1 will hold when introducing each other for the first time.

Lesson Plan #1

Topic: Introducing Others	
Objective: Students will be able to introduce others to a group of people using at least 6 everyday phrases.	
Recycled Vocabulary: • Hello • Hi • I am • You are • How are you?	• What is your name? • My name is • How old are you? • I am …… years old. • Where are you from? • I am from ……..
New Vocabulary: • He is ….. • She is ….. • How old is he? • How old is she?	• Where is she from? • Where is he from? • What is her name? • What is his name?
Introduction: 5 min The teacher will show pictures on slide 2 to students and ask them what they think is happening. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how learning to introduce others to a group of people is useful in real life.	

Lesson Plan #2

Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in groups of 4. They will have to use their personal information to practice introducing themselves to each other. After that, they will have to choose a partner and introduce that person to the rest of the group. Once each member of the team has gotten a turn, they each have to choose one character from the given table (Table 2) and practice introducing that person to the group. Right after the modeling section, the teacher will ask students to brainstorm some phrases that they might need to use to complete the task. Then, use the Slides 2 to review vocabulary. Teachers can either print the slides or share them digitally with their students for them to use them throughout the task.
Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.
Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.
Follow-up Activity Students will have to choose four characters from table 2 and practice writing down how they will introduce them to a group of people.

Lesson Plan #2

Topic: Hobbies & Interests
Objective: Students will be able to talk about their hobbies and interests using at least 4 everyday phrases.

Vocabulary: • What do you like to do in your free time? • I like to…./ I like + verb+ing • Play the guitar • Solve puzzles • Watch tv	• Ride a bike • Go for a walk • Swim • Run • Read books

Introduction: 5 min The teacher will show pictures on slides 3 to students and ask them what they think today's topic is. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how learning to talk about our hobbies and interests is useful in real life.
Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in pairs. They will have to practice introducing themselves (using recycled vocabulary from lesson 1), then asking each other about what they like to do in their free time. After that, they each have to choose two characters from the given table (Table 3) and practice talking about their hobbies and interests one more time.

Lesson Plan # 3

Right after the modeling section, the teacher will ask students to brainstorm some phrases that they might need to use to complete the task. Then, use the Slides 3 to review vocabulary. Teachers can either print the slides or share them digitally with their students for them to use them throughout the task.
Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.
Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.
Follow-up Activity Students will have to work independently creating a dialogue that two of the characters from slides 3 will hold when introducing themselves for the first time and talking about their hobbies and interests.

Lesson Plan #3

Topic: Talking About Other People's Hobbies & Interests	
Objective: Students will be able to talk about other people's hobbies and interests using at least 6 vocabulary phrases.	
Recycled Vocabulary: • What do you like to do in your free time? • I like to …../ I like + verb+ ing • Play the guitar • Solve puzzles	• Watch tv • Ride a bike • Go for a walk • Swimming • Running • Read books
Vocabulary: • She likes to…../ She likes + verb+ing • He likes to…../ He likes + verb+ing	• Play board games • Eat out • Paint • travel
Introduction: 5 min The teacher will show pictures on slides 4 to students and ask them what they think today's topic is. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how learning to talk about other people's hobbies and interests is useful in real life.	
Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in groups.	

Lesson Plan #4

They will have to practice introducing themselves (using recycled vocabulary from lesson 1), then asking each other about what they like to do in their free time (using recycled vocabulary from lesson 3) . After that, they will have to choose one of their partners and talk about that person's hobbies and interests to the rest of the group. Once everybody has gotten a turn, they will choose one character of the given table (Table 4) and practice introducing that person to the group and talking about that person's hobbies and interests. Right after the modeling section, the teacher will ask students to brainstorm some phrases that they might need to use to complete the task. Then, use the Slides 4 to review vocabulary. Teachers can either print the slides or share them digitally with their students for them to use them throughout the task.
Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.
Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.
Follow-up Activity Students will have to choose four characters from table 4 and practice writing down how they will introduce and talk about those people's hobbies and interests to a group of people.

Lesson Plan #4

Topic: Talking About One's Favorite Food	
Objective: Students will be able to talk about their favorite food using at least 6 vocabulary phrases.	
Vocabulary: • What type of food do you like the most? • What type of food do you like the least? • How about you? • I like / I do not like • hamburgers • Hot dogs • Soda	• French fries • Onion rings • Fried chicken • Noodles • Fried rice • Pasta • Tacos • guacamole
Introduction: 5 min The teacher will show pictures from slide 5 to students and ask them what they think today's topic is. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how learning to talk about your favorite food is useful in your daily life.	
Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in groups of 4. They will have to practice introducing themselves (using recycled vocabulary from lesson 1), and asking each other about what they like to do in their free time (using recycled vocabulary from lesson 3). After that, they will have to ask each other what type of food they like the most and the least. Once everybody has gotten a turn, they will choose one character of the given table (Table 5)	

Lesson Plan # 5

and practice talking about their most and least liked food. Right after the modeling section, the teacher will ask students to brainstorm some phrases that they might need to use to complete the task. Then, use the Slides 5 to review vocabulary. Teachers can either print the slides or share them digitally with their students for them to use them throughout the task.
Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.
Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.
Follow-up Activity Students will have to work independently creating a dialogue that two of the characters from slide 5 will hold when introducing themselves for the first time and talking about their hobbies and interests as well as least and most liked food.

Lesson Plan #5

Topic: Talking About Other's Favorite Food	
Objective: Students will be able to talk about other people's favorite food using at least 8 vocabulary phrases.	
Recycled Vocabulary: • What type of food do you like the most? • What type of food do you like the least? • How about you? • I like / I do not like • Burgers • Hot dogs • Soda	• French fries • Onion rings • Fried chicken • Noodles • Fried rice • Pasta • Tacos • guacamole
New Vocabulary: • What type of food does he/ she like the most? • What type of food does he/ she like the least? • How about her/him? • She likes/ She does not like • rice	• vegetables • beef • desserts • dairy • Grilled food • Spicy food

Lesson Plan #6

Introduction: 5 min The teacher will show pictures from slides 6 to students and ask them what they think today's topic is. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how learning to talk about other people's favorite food is useful in your daily life.
Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in groups of 4. They will have to practice introducing themselves (using recycled vocabulary from lesson 1), asking each other about what they like to do in their free time (using recycled vocabulary from lesson 3), and what their most and least liked food is. After that, they will have to choose a partner and talk about that person's favorite and least favorite food. Once everybody has gotten a turn, they will choose one character of the given table (Table 6) and practice talking about their most and least liked food. Right after the modeling section, the teacher will ask students to brainstorm some phrases that they might need to use to complete the task. Then, use the Slides 6 to review vocabulary. Teachers can either print the slides or share them digitally with their students for them to use them throughout the task.
Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.

Lesson Plan #6

Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.
Follow-up Activity Students will have to choose four characters from slides 6 and practice writing down how they will introduce and talk about those people's hobbies and interests and most and least liked food to a group of people.

Lesson Plan #6

Topic: Talking About One's Favorite Sports	
Objective: Students will be able to talk about their favorite and least favorite sports using at least 6 vocabulary phrases.	
Vocabulary • What is your favorite sport? • I like …… / I do not like.. • She likes ….. / She doesn't like • He likes….. / He doesn't like • Soccer	• American football • Baseball • Basketball • Swimming • Tennis • Golf
Introduction: 5 min The teacher will show pictures on slides 7 to students and ask them what they think today's topic is. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how learning to talk about your favorite sports is useful in your daily life.	
Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in groups of 4. They will have to practice introducing themselves (using recycled vocabulary from lesson 1), asking each other about what they like to do in their free time (using recycled vocabulary from lesson 3), and their favorite food (using recycled vocabulary from lessons 5 and 6). After that, they will have to ask each other what type of sports they like the most and the least. Once everybody has gotten a turn, they will choose one character of the given table (Table 7) and	

Lesson Plan #7

practice talking about their most and least liked sports. At the end, they have to report what each of the other members of the group like and do not like. Right after the modeling section, the teacher will ask students to brainstorm some phrases that they might need to use to complete the task. Then, use the Slides 7 to review vocabulary. Teachers can either print the slides or share them digitally with their students for them to use them throughout the task.
Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.
Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.
Follow-up Activity Students will have to work independently creating a dialogue that two of the characters from slides 7 will hold when introducing themselves for the first time and talking about their hobbies and interests as well as least and most liked food and sports. Making sure that at the end, they report what each other likes and dislikes.

Lesson Plan #7

Topic: Talking About Sports	
Objective: Students will be able to describe their favorite and least favorite sports using at least 6 vocabulary words.	
Recycled Vocabulary • What is your favorite sport? • I like …… / I do not like.. • She likes ….. / She doesn't like • He likes….. / He doesn't like • Soccer	• American football • Baseball • Basketball • Swimming • Tennis • Golf
Vocabulary • Do you like …..or…….? • He/ She doesn't like…… because • He/ She likes……..because • Why? • Both • It is …../ it isn't …..	• Interesting • Exciting • Dangerous • Exhilarating • Popular • Calm • difficult
Introduction: 5 min The teacher will show pictures on slides 8 to students and ask them what they think today's topic is. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how learning to describe your favorite sports is useful in your daily life.	

Lesson Plan #8

Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in groups of 4. They will have to practice introducing themselves (using recycled vocabulary from lesson 1), asking each other about what they like to do in their free time (using recycled vocabulary from lesson 3), their favorite food (using recycled vocabulary from lessons 5 and 6) and favorite sports (using recycled vocabulary from lesson 7). After that, they will have to ask each other what sport they like better and why. Once everybody has gotten a turn, they will choose one character of the given table (Table 8) and practice talking about what their most and least liked sports are and why. At the end, they have to report what each of the other members of the group like and do not like and why. Right after the modeling section, the teacher will ask students to brainstorm some phrases that they might need to use to complete the task. Then, use the Slides 8 to review vocabulary. Teachers can either print the slides or share them digitally with their students for them to use them throughout the task.
Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.
Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.

Lesson Plan # 8

Follow-up Activity Students will have to work independently creating a dialogue that two of the characters from slides 8 will hold when introducing themselves for the first time and talking about their hobbies and interests as well as least and most liked food and sports. Making sure that at the end, they report what each other likes and dislikes and why.

Lesson Plan #8

Topic: Favorite Places	
Objective: Students will be able to talk about their favorite places and describe activities they can do there.	
Vocabulary • Where do you like to go in your free time? • Go to the movies • Go to the mall • Go to a restaurant	• Stay at home • Go to the pool • Visit my friends • Visit my family • Go to the church • Go to the library
Recycled vocabulary: • She likes to…./ He likes to…..	• She doesn't like to…../ He doesn't like to • I like to / I don't like to...
Introduction: 5 min The teacher will show pictures on slides 9 to students and ask them what they think today's topic is. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how learning to describe your favorite sports is useful in your daily life.	
Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in groups	

Lesson Plan #9

lesson 3), their favorite food (using recycled vocabulary from lessons 5 and 6) and favorite sports (using recycled vocabulary from lesson 7 and 8). After that, they will have to ask each other where they like to go in their free time. Once everybody has gotten a turn, they will choose one character of the given table (Table 9) and practice talking about where they like to go in their free time. At the end, they have to report where each of the other members of the group likes to go in their free time. Right after the modeling section, the teacher will ask students to brainstorm some phrases that they might need to use to complete the task. Then, use the Slides 9 to review vocabulary. Teachers can either print the slides or share them digitally with their students for them to use them throughout the task.
Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.
Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.
Follow-up Activity Students will have to work independently creating a dialogue that two of the characters from slides 9 will hold when introducing themselves for the first time and talking about their hobbies and interests as well as least and most liked food and sports and places to go in their free time. Making sure that at the end, they report what each other likes and dislikes and why.

Lesson Plan #9

Topic: All About You and Your Friends		
Objective: Students will be able to introduce themselves including their personal information, hobbies and interests, favorite and least favorite food, sports and places using at least 15 vocabulary words or phrases.		
Recycled Vocabulary: • Hello • Hi • I am • You are • How are you? • What is your name? • My name is • How old are you? • I am …… years old. • Where are you from? • I am from …… • He is ….. • She is ….. • How old is he? • How old is she?	• Burgers • Hot dogs • Soda • French fries • Onion rings • Fried chicken • Noodles • Fried rice • Pasta • Tacos • Guacamole • What type of food does he/ she like the most? • What type of food does he/ she like the least? • How about her/him?	• He/ She doesn't like…… because • He/ She likes…….because • Why? • Both • It is …../ it isn't ….. • Interesting • Exciting • Dangerous • Exhilarating • Popular • Calm • Difficult • Where do you like to go in your free time?

Lesson Plan #10

• Where is she from? • Where is he from? • What do you like to do in your free time? • I like to…./ I like + verb+ing • Play the guitar • Solve puzzles • Watch tv • Ride a bike • Go for a walk • Swimming • Running • Read books • She likes to…../ She likes + verb+ing • He likes to…../ He likes + verb+ing • Play cards • Eat out • Paint	• She likes/ She does not like • rice • vegetables • Chicken • Beef • desserts • dairy • Grilled food • Spicy food • What is your favorite sport? • I like …… / I do not like.. • She likes ….. / She doesn't like • He likes….. / He doesn't like • Soccer • American football • Baseball	• Go to the movies • Go to the mall • Go to a restaurant • Stay at home • Go to the pool • Visit my friends • Visit my family • Go to the church • Go to the library • What type of food do you like the most? • What type of food do you like the least? • How about you? • I like / I do not like • Basketball • Swimming • Tennis • Golf • Do you like …..or…….? • Travel

Lesson Plan #10

Introduction: 5 min The teacher will show pictures "I" to students and ask them what they think today's topic is. The teacher will then write the ideas students brainstorm. After that, the teacher will share the objective with the class and mention how using all vocabulary learned can help us express our ideas when talking about ourselves.
Presenting the task: 10 min The teacher will explain the task and model it to students. Students will be working in pairs. They will have to practice introducing themselves (using recycled vocabulary from lesson 1), asking each other about what they like to do in their free time (using recycled vocabulary from lesson 3), their favorite food (using recycled vocabulary from lessons 5 and 6), favorite sports (using recycled vocabulary from lesson 7 and 8) and places they like to go in their free time (using recycled vocabulary from lesson 9). Once done, they each will have to create a new character, name it and come up with things that character likes, dislikes and why, making sure they use at least 15 vocabulary words or phrases learned throughout the previous lessons. Finally, they have to create a dialogue between those 2 characters and present it to the class.
Observation: 15 min At this time, students will work with their peers completing the task. The teacher will work around providing feedback and support to whoever needs it. Teachers can leave aside some time so that volunteer students have the chance to present their work in front of the class.

Lesson Plan #10

Feedback: 5 min Teachers will provide feedback about students' performance, focusing on what went well and reviewing any grammar mistakes students had made without pointing out who did it.
Follow-up Activity Students will have to work independently creating a dialogue between two new characters in which they introduce themselves for the first time and talk about their hobbies and interests as well as least and most liked food and sports and places to go in their free time using at least 15 words or phrases learned throughout the previous lessons.

Lesson Plan #10

Appendix B: Slides

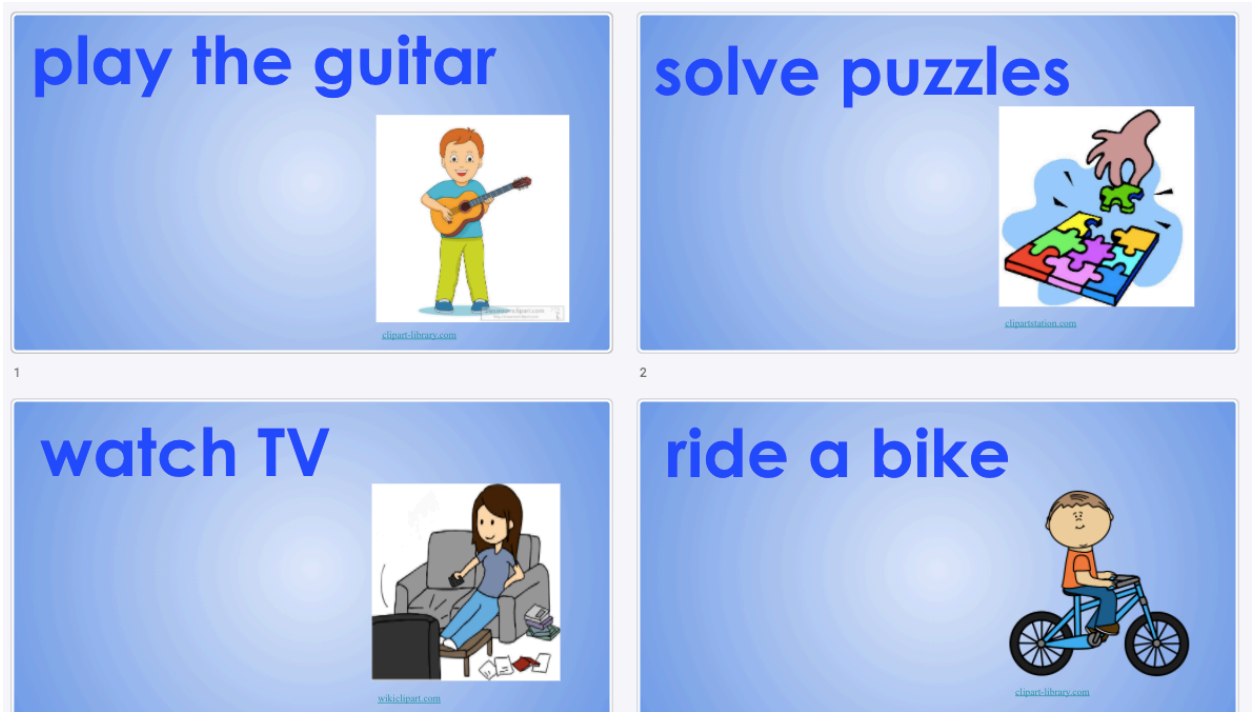
Slides #1

Slides #1

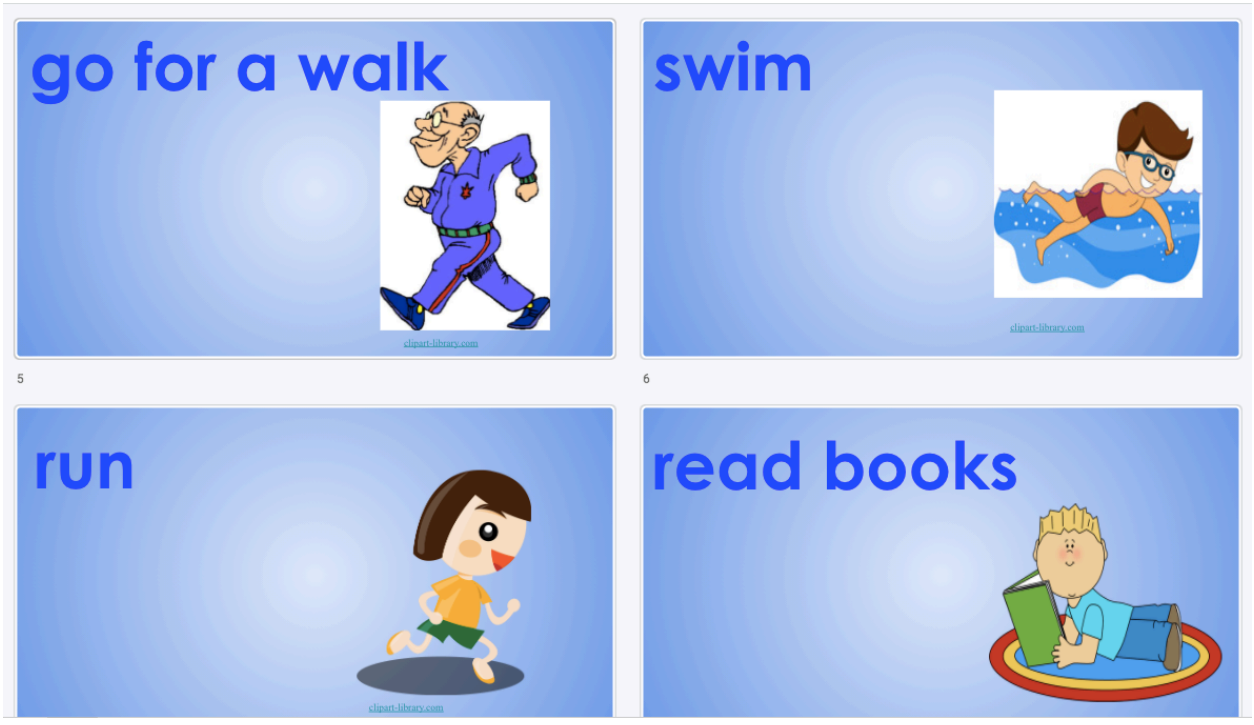
Slides #1

Slides #2

Slides #2

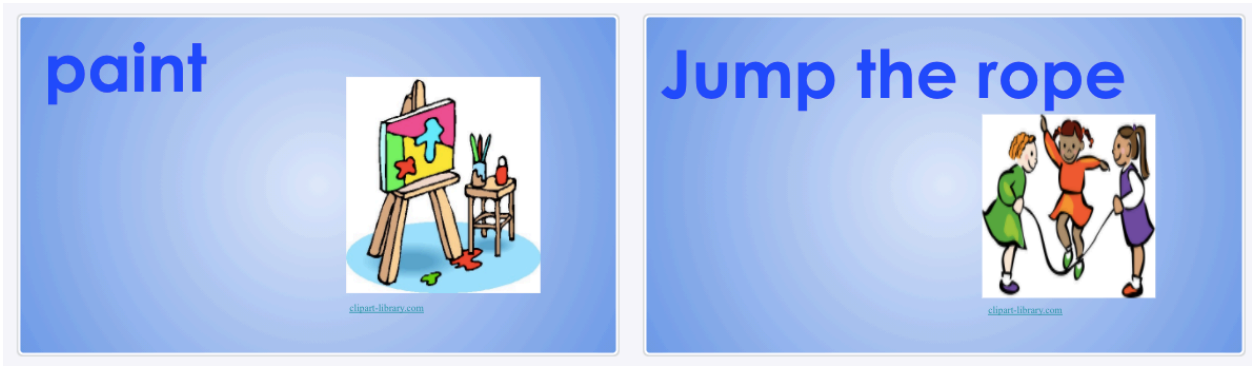


Slides #3

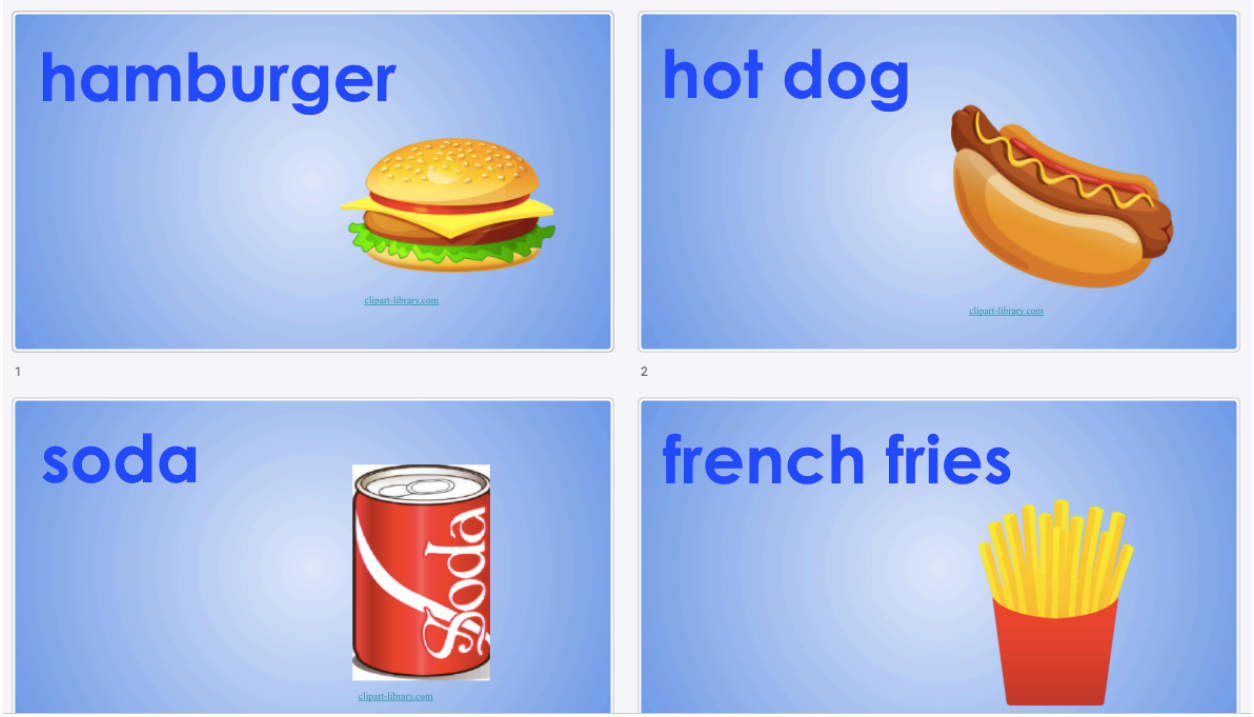


Slides #3

Slides #4



Slides #4

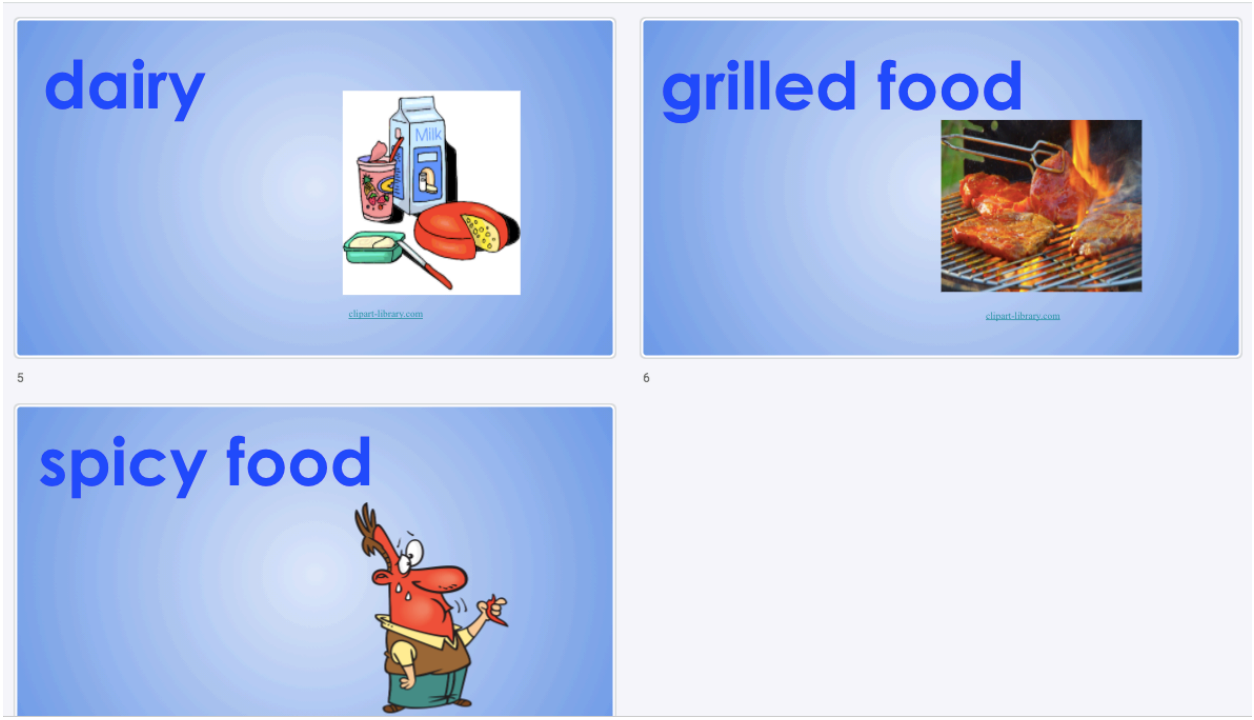


Slides #5

Slides #5

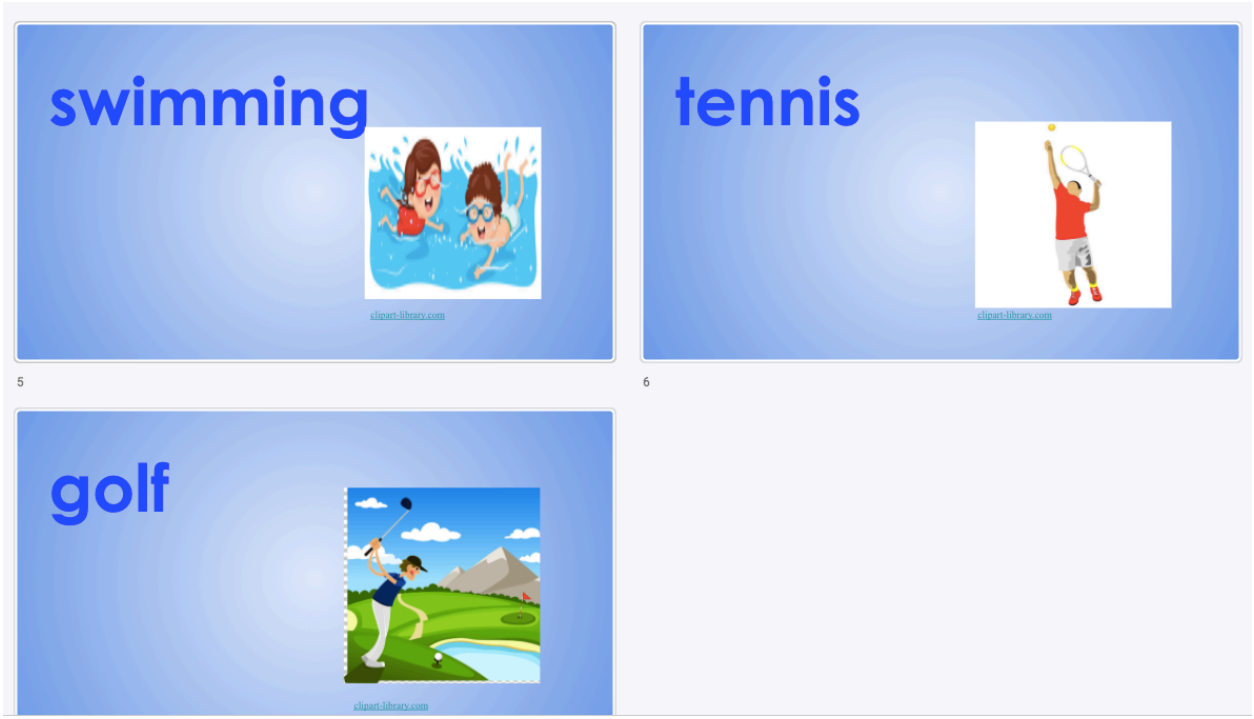
Slides #5

Slides #6



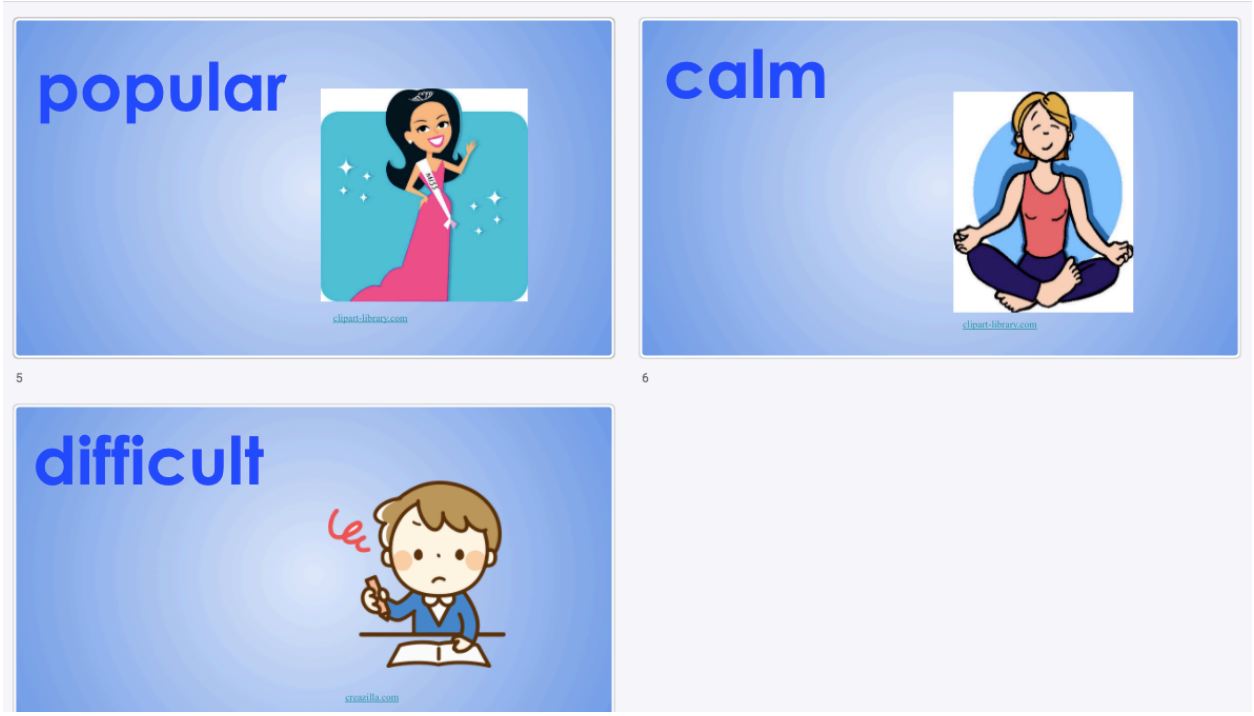
Slides #6

Slides #7



Slides #7

Slides #8



Slides #8

Slides #9

go to the pool
clipart-library.com
5
visit friends
clipart-library.com
6
go to church
go to the library

Slides #9

Appendix C: Tables

Xavier	Danielle	Adia
clipart-library.com	mycutegraphics.com	clipartly.com
8 years old Costa Rica	6 years old Utah	7 years old Guatemala

Table #1

Parker	Isabelle	Levi
clipartbest.com	clipartbest.com	clipartbest.com
10 years old England	8 years old New York	8 years old Concord

Table #2

Carlos	Bayne	Aubrey
clipartbest.com	clipartbest.com	clipartbest.com
5 years old Honduras	11 years old Denver	10 years old California

Table #2

Xavier	Danielle	Adia
clipart-library.com	mycutegraphics.com	clipartly.com
8 years old Costa Rica Likes to: ride a bike and read books Dislikes: running	6 years old Utah Likes to: solve puzzles and watch TV Dislikes: going for walks	7 years old Guatemala Likes to: play the guitar and swimming Dislikes: read books

Table #3

Parker	Isabelle	Levi
clipartbest.com	clipartbest.com	clipartbest.com
10 years old England Likes to: play board games and watch TV Dislikes: reading books	8 years old New York Likes to: paint and jump the rope Dislikes: running	8 years old Concord Likes to: play the guitar, paint and play board games Dislikes: eating out and jumping the rope

Table #4

Carlos	Bayne	Aubrey
clipartbest.com	clipartbest.com	clipartbest.com
5 years old Honduras Likes: read books and solve puzzles Dislikes: swimming and running	11 years old Denver Likes: watching tv and riding a bike Dislikes: painting	10 years old California Likes: solving puzzles, swimming and watching TV Dislikes: playing the guitar

Table #4

Xavier	Danielle	Adia
clipart-library.com	mycutegraphics.com	clipartly.com
8 years old Costa Rica Likes to: ride a bike and read books Dislikes: running Favorite food: hamburgers and french fries Least favorite food: tacos	6 years old Utah Likes to: solve puzzles and watch TV Dislikes: going for walks Favorite food: fried chicken and onion rings Least favorite food: noodles	7 years old Guatemala Likes to: play the guitar and swimming Dislikes: read books Favorite food: noodles Least favorite food: tacos

Table #5

Parker	Isabelle	Levi
clipartbest.com	clipartbest.com	clipartbest.com
10 years old England Likes to: play board games and watch TV Dislikes: reading books Favorite food: vegetables and rice Least favorite food: spicy food	8 years old New York Likes to: paint and jump the rope Dislikes: running Favorite food: beef and noodles Least favorite food: rice and vegetables	8 years old Concord Likes to: play the guitar, paint and play board games Dislikes: eating out and jumping the rope Favorite food: french fries and desserts

Table #6

Carlos	Bayne	Aubrey
clipartbest.com	clipartbest.com	clipartbest.com
5 years old Honduras Likes: read books and solve puzzles Dislikes: swimming and running Favorite food: desserts and hamburgers Least favorite food: vegetables	11 years old Denver Likes: watching tv and riding a bike Dislikes: painting Favorite food: tacos and pasta Least favorite food: grilled food	10 years old California Likes: solving puzzles, swimming and watching TV Dislikes: playing the guitar Favorite food: noodles and hamburgers Least favorite food: desserts

Table #6

Xavier	Danielle	Adia
clipart-library.com	mycutegraphics.com	clipartly.com
8 years old Costa Rica Likes to: ride a bike and read books Dislikes: running Favorite food: hamburgers and french fries Least favorite food: tacos Favorite sports: golf and soccer Least favorite sport: swimming	6 years old Utah Likes to: solve puzzles and watch TV Dislikes: going for walks Favorite food: fried chicken and onion rings Least favorite food: noodles Favorite sports: tennis and american football Least favorite sport: soccer	7 years old Guatemala Likes to: play the guitar and swimming Dislikes: read books Favorite food: noodles Least favorite food: tacos Favorite sports: basketball and golf Least favorite sport: tennis

Table #7

Parker	Isabelle	Levi
clipartbest.com	clipartbest.com	clipartbest.com
10 years old England Likes to: play board games and watch TV Dislikes: reading books Favorite food: vegetables and rice Least favorite food: spicy food Favorite sports: basketball and golf Reason: they are exciting and fun	8 years old New York Likes to: paint and jump the rope Dislikes: running Favorite food: beef and noodles Least favorite food: rice and vegetables Favorite sports: swimming and tennis Reason: they are interesting and calm	8 years old Concord Likes to: play the guitar, paint and play board games Dislikes: eating out and jumping the rope Favorite food: french fries and desserts Favorite sports: baseball and soccer Reason: they are popular and interesting

Table #8

Carlos	Bayne	Aubrey
clipartbest.com	clipartbest.com	clipartbest.com
5 years old Honduras Likes: read books and solve puzzles Dislikes: swimming and running Favorite food: desserts and hamburgers Least favorite food: vegetables Favorite sports: american football and soccer Reason: they are exhilarating	11 years old Denver Likes: watching tv and riding a bike Dislikes: painting Favorite food: tacos and pasta Least favorite food: grilled food Favorite sports: tennis and basketball Reason: they are difficult and popular	10 years old California Likes: solving puzzles, swimming and watching TV Dislikes: playing the guitar Favorite food: noodles and hamburgers Least favorite food: desserts Favorite sports: basketball and baseball

Table #8

Xavier	Danielle	Adia
clipart-library.com	mycutegraphics.com	clipartly.com
8 years old Costa Rica Likes to: ride a bike and read books Dislikes: running Favorite food: hamburgers and french fries Least favorite food: tacos Favorite sports: golf and soccer Least favorite sport: swimming Favorite places: church, mall and friends' houses	6 years old Utah Likes to: solve puzzles and watch TV Dislikes: going for walks Favorite food: fried chicken and onion rings Least favorite food: noodles Favorite sports: tennis and american football Least favorite sport: soccer Favorite places: the movies and library	7 years old Guatemala Likes to: play the guitar and swimming Dislikes: read books Favorite food: noodles Least favorite food: tacos Favorite sports: basketball and golf Least favorite sport: tennis Favorite places: home and library

Table #9

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